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The Kanawha County (West Virginia) Student Teaching Center, a cooperative program (of six institutes of higher education, the Kanawha County School System, and the West Virginia State Department of Education) for coordinating student teaching and inservice teacher education programs in Kanawha County elementary and secondary schools, is described in this report. Opening sections capsule the structure, innovations, background, and outstanding features of the Center. The major portion of the report presents guidelines for the Center: its primary functions (including preparing and selecting cooperating teachers and stimulating and disseminating innovations); the composition and role of the Center's coordinating committee; the individual roles and responsibilities of the Center coordinator, the cooperating teacher, the student teacher (with expected competencies), and the principal of the cooperating school; and the group roles of the County's schools, the participating teacher education institutions, and the State Department of Education. Sections on standards and requirements for cooperating teachers, innovative programs of three of the participating teacher education institutions, and projections for the future of the Center conclude the report. (SM)

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KANAWHA COUNTY STUDENT TEACHING CENTER

(MULTI - INSTITUTIONAL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Kanawha County Schools
200 Elizabeth Street
Charleston, West Virginia 25311

SP 002862

FOREWORD

Through the collaborative efforts of six different institutions of higher learning, Kanawha County School System and the State Department of Education, the Kanawha County Center for Student Teaching has emerged into a full partnership in teacher education.

All of the participants have combined their efforts in planning and developing a clinical experience in student teaching which offers the best in educational leadership, cooperative agents, quality supervising teachers and innovative programs.

The policies and guidelines of the Center, presented in this publication, were developed cooperatively over the past three years by the advisory committee of the Center.

Much of the success of the Center is attributed to outstanding inservice programs for both student teachers and supervising teachers which are cooperatively planned, utilizing college, county and state department personnel and resources. Educators of national prominence are invited as speakers for many special inservice meetings.

The Center has stimulated mutual trust and confidence between our colleges and county school system; it has strengthened and enhanced development of joint responsibility in improving teacher education in Kanawha County.

The greatest improvement which can be effected in any school ststem must be related directly to the instructional program. Improvements in the instructional program are related directly to improved teacher competency. The Kanawha County School System employs between 250-300 new teachers each year. If the competencies of these new teachers can be significantly increased through the experiences they receive in the Center for Student Teaching, we will thereby have made a giant step forward in our efforts to provide quality education for all children.

Walter F. Snyder
Superintendent of Schools
Kanawha County

ADVISORY COMMITTEE

Kathryn Maddox	Coordinator of Kanawha County Center
John Santrock	Chairman of Advisory Committee Kanawha County Associate Superintendent
Winifred Newman	Assistant Superintendent of Elementary Education - Kanawha County
John Goetz	Assistant Superintendent of Secondary Education - Kanawha County
Joe Flaherty	West Virginia State Department Coordinator of Preservice and Continuing Education
Dr. David Koontz	Director of Student Teaching West Virginia State College
Edward Masonis	Director of Student Teaching West Virginia Institute of Technology
Isaac Mitchell	Director of Student Teaching Concord College
Dr. Larry Nuzum	Director of Student Teaching Marshall University
Wilmer Doss	Director of Student Teaching Morris Harvey College
Dr. Benjamin Bailey	Director of Student Teaching West Virginia University

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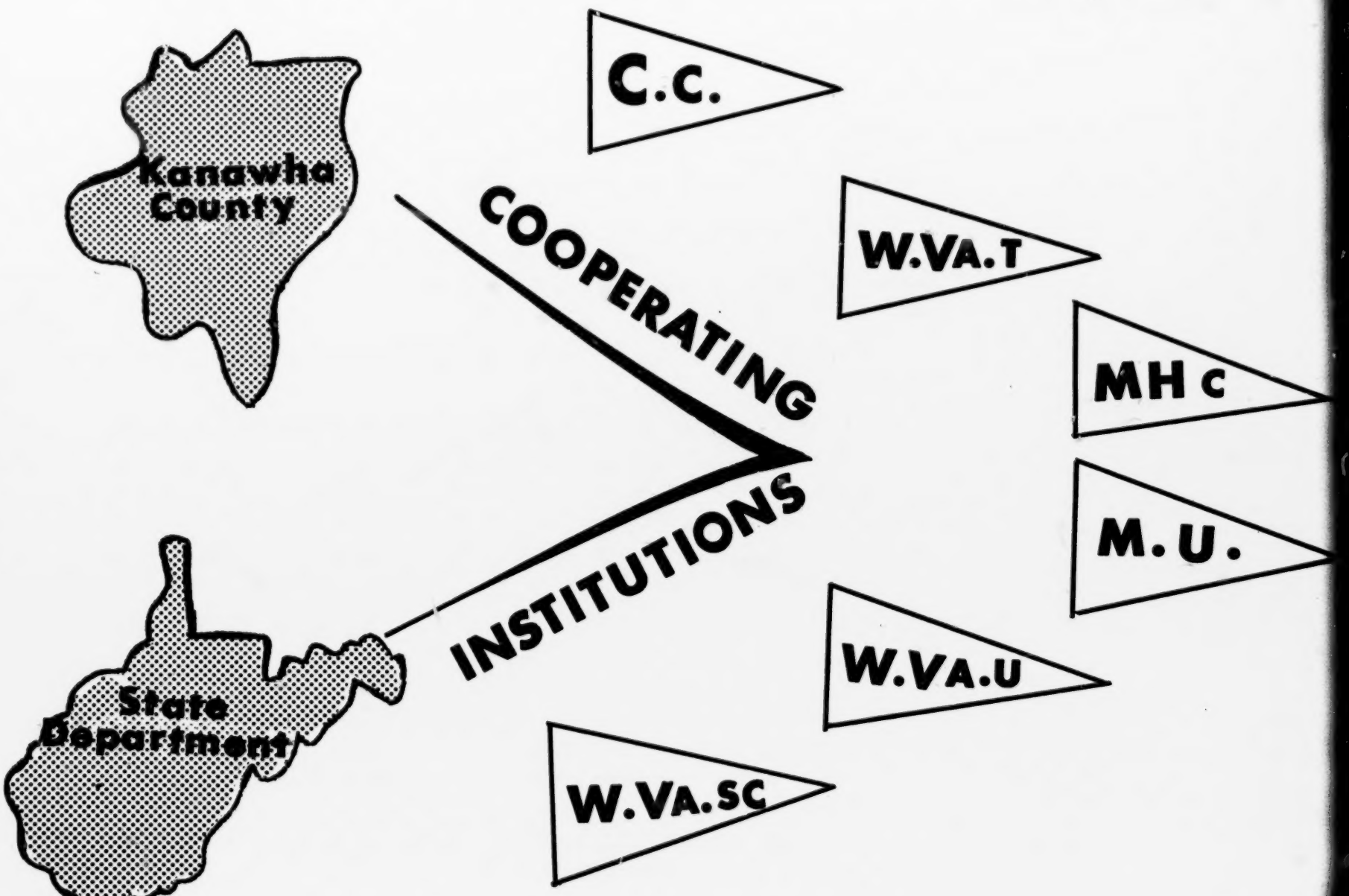
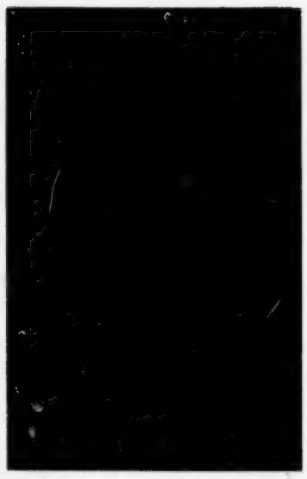
Structure of the Center



The Center is a cooperative venture of four colleges: Concord College, Morris Harvey College, West Virginia State, and West Virginia Institute of Technology: two universities: Marshall University and West Virginia University; the State Department of Education and the Kanawha County School System. All are working jointly for the improvement of teacher education in the State of West Virginia.



PROGRESSIVE KANAWHA COUNTY SCHOOLS

Change occurs one step at a time. It is stimulated by failure, social conflict, or disaster, which produce fear, frustration, anger, and cries for action. It occurs as a teacher, a school, or a school system tries a new method. It is speeded by success, support, recognition, and approval.

The Kanawha County School System will continue to search, to experiment, to revise, to hold onto those things which prove educationally successful, and to evaluate and maintain the best program possible with the funds available.

Some of the recognized innovative practices in Kanawha County include:

- Over 52 percent of our elementary schools (110) are non-graded:
- Parent-Teacher Conferences for all schools are held on two days with released time for students;
- Three school days are utilized for inservice for teachers;
- Math Resource Rooms (laboratories) in all junior highs and three senior high schools;
- Team teaching in elementary, junior, and senior high schools;
- Data processing in seven of twelve high schools;
- Space Related (Astronomy Planetarium) opportunities for all students with a cooperative project of Kanawha County Schools and the Sunrise Foundation;
- Adult and community education opportunities in all senior high schools;
- All high schools (12) with opportunities and being implemented rapidly in team teaching, LGI, SGI;
- Five high schools have programs in negro history;
- Modern Foreign Language available in the majority of our elementary schools; summer foreign language camp for interested students;
- Curriculum development and writing teams in both elementary and secondary schools;
- Industrial and business cooperation with several work experience programs, including Monsanto, C & P Telephone Company, United Fuel, and Food Machinery Corporation;
- All elementary schools will have Instructional Materials Centers in the 1969-70 school year. All library and media materials will be housed in this center.

M-STEP BACKGROUND

The Kanawha County Center for Student Teaching is an outgrowth of a seven-state project, funded under Title V, Section 505, of Public Law 89-10, ESEA, known as the Multi-State Teacher Education Project (M-STEP). The proposal included the states of Florida, Maryland, Michigan, South Carolina, Utah, Washington, and West Virginia. The compact would seek ways to improve teacher education, particularly in the area of laboratory experiences. The proposal was funded in 1966 for a two-year period.

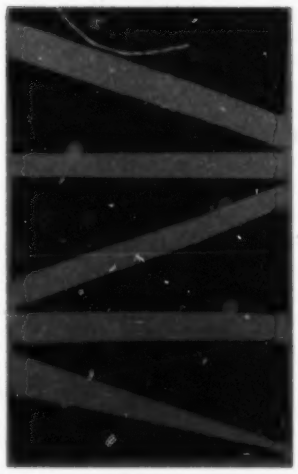
M-STEP in West Virginia was specifically directed toward the improvement of laboratory experiences in teacher preparation. This was done through the development of a Pilot Center for Student Teaching, established in cooperation with the Kanawha County School System and five teacher preparation institutions. The director of the M-STEP Project in West Virginia was John Himelrick.

Beginning in March of 1967, approximately thirty students from the four colleges and one university were assigned each semester to the Pilot Center for their student teaching experience. The institutions, representing a variety of educational types, included the following: Marshall University, a state university at Huntington; West Virginia State College at Institute; West Virginia Institute of Technology, a technical school with a secondary teacher education program, at Montgomery; Concord College, a multi-purpose state institution, at Athens; and Morris Harvey College, an independent institution located at Charleston, West Virginia.

Unique to the West Virginia M-STEP Center was the effort to combine and utilize the personnel, the resources and special capabilities of five teacher preparation institutions, characterized by a diversity of purpose and program, as well as the resources of a public school system and a state department of education. Responsibility for the assignment of student teachers, liaison with the cooperating institutions, and many of the supervising functions previously carried out by the college supervisor became the responsibility of the Pilot Center Director.

An intensive inservice program was designed and implemented to meet the needs of both the beginning and experienced supervising teacher. Primary impetus in the development of the inservice program was provided by the Center Director. Cooperation by the public school resulted in released time in order that supervising teachers could be involved in the planned program. The Director, in his leadership role, channeled the resources which were utilized in the inservice program of supervising teachers: seminars, workshop facilities, leaders, consultants, and materials.

Perhaps the most heartening development resulting from the center concept has been the recognition of the responsibility for teacher education by the public schools, along with the willingness of colleges to admit into full partnership the public schools in the preparation of teachers. The Kanawha County educational leaders are to be commended for their commitment to the professional responsibility of the public schools in the development and preparation of new teachers.



OUTSTANDING FEATURES OF THE CENTER

• Center student teachers participate in the opening school week experience, regardless of their college starting calendar. This is accomplished by advanced placement of student teachers by the Coordinator of the Center.

• IBM Data Processing Cards are being provided by the State Department of Education. They will identify the supervising teachers in the county who are carefully selected and recommended by the superintendent, principal, and supervisors. The cards will be maintained through perpetual revision.

• Student teachers from six different institutions of higher learning have the opportunity to meet with one another and to share ideas and problems through combined seminars.

• Special inservice programs are planned jointly by the county, the state department and the colleges. The 1968-69 program featured Dr. Charles Galloway, Ohio State University, who spoke on non-verbal communication in the classroom; Dr. John Withall, Pennsylvania State University, who demonstrated the effect the teacher has on the social-emotional climate in the classroom; and Dr. Phil Suiter, Marshall University, who spoke on interaction analysis as a tool for self-evaluation of both the student teacher and supervising teacher.

• Kanawha County's sixty coordinators and supervisors visit and offer assistance to the student teachers by acquainting them with new materials and techniques in their field.

• Student teachers are provided an opportunity, through Center inservice programs, to observe and participate in the professional organizations, the reading clinic of Kanawha County, the psychological services, counseling and guidance clinic, and the health services of the county.

• Student teachers, supervising teachers, principals, county and college personnel, and other guests were invited to a special luncheon sponsored by the Center in token of appreciation for their participation and cooperation with the Kanawha County Center for student teaching.

• Student teachers have the opportunity and are encouraged to observe other student teachers and supervising teachers in their assigned schools as well as in other county schools. Many student teachers are having experiences with team teaching, large group instruction, quest programs, seminars, non-graded classes and modular scheduling.

• Building principals, because of their increased interest and participation in the Center, are assuming a more active role in orientating the student teacher to administrative procedures concerning the operation of a school. Many are also providing group meetings of all student teachers in their building.

• Monthly all-day meetings of the advisory committee, consisting of representatives of the county, the state department, and the colleges have brought new dimensions of understanding and cooperation to the student teaching program.

• Special inservice meetings are planned for the supervising teachers. Two sections of the graduate course, "Supervision of Student Teachers" are being offered this semester to sixty Kanawha County teachers.

• Through the M-Step Pilot Program, over $3,000 of films, film strips, and professional books pertaining to student teaching were placed in the Kanawha County central library. In addition to these, many individual Kanawha County school libraries received teacher education books.

• A common evaluation form is being developed by all the cooperating institutions. They are jointly preparing the evaluation which will be designed in behavioral terms. The college directors of student teaching will meet with the supervising teachers for orientation of behavioral evaluation techniques.

• Follow-up on Center student teachers will be done by the coordinator, and an effort will be made to encourage them to stay in West Virginia to teach. Presently 50 per cent of West Virginia's education graduates migrate to other states.

GUIDELINES FOR THE KANAWHA COUNTY STUDENT TEACHING CENTER

I. The Kanawha County Student Teaching Center (henceforth called the Center) is established for the purpose of coordinating a program of student teaching within the elementary and secondary schools of Kanawha County, West Virginia. The Center shall have general responsibility for appropriate matters pertaining to student teaching with authority vested in a Center Coordinating Committee.

The primary functions of the Center shall be as follows:

1. Serve as a center for the assignment of all student teachers placed within the Kanawha County Public Schools.
2. Identify and enlist the services of qualified supervising teachers in the above mentioned schools.
3. Promote the professional growth of supervising teachers by providing educational programs designed to acquaint them with the role and responsibility of a supervising teacher and to improve their skills as a supervisor of student teaching.

4. Enlist the services of school principals and county central office personnel in providing auxiliary learning experiences for student teachers as well as counseling on matters of the appraisal of student teachers.
5. Involve the personnel from all institutions of higher education who are participants in the Center in a general program of improvement of Student Teaching.
6. Stimulate experimental programs in student teaching, emphasizing novel arrangements for student teaching and research by the major graduate institutions in West Virginia.
7. Sponsor general inservice programs appropriate for all student teachers, emphasizing especially programs which can be conducted in large groups in order to maximize efficiency.
8. Serve as a clearing house and resource center for information about new trends and promising prospects for new arrangements in student teaching.

Coordinating Committee

II. THE CENTER COORDINATING COMMITTEE

A. Composition

The Committee shall be composed of the following voting members: One member from each institution of higher education which is a member of the Center, to serve as long as said institution meets membership requirement.

One member from the West Virginia State Department of Education, as appointed by the appropriate authority.

Three members of the professional staff of the Kanawha County Public Schools, as appointed by the Superintendent.

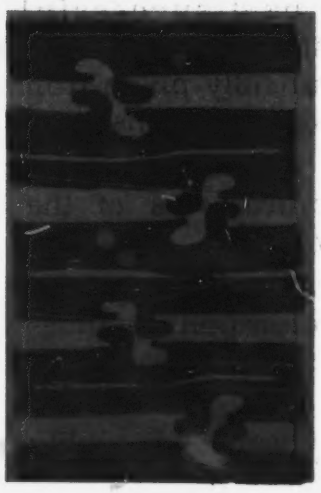
B. The Committee officers

The Committee shall elect from among its membership such officers as it may deem necessary, but it shall elect annually a chairman who shall preside at all meetings and shall perform such other duties as are normally that of chairman.

C. Duties and Responsibilities of the Committee

1. Set all policies which the majority deem appropriate for the operation of the student teaching center.
2. Select a coordinator to serve as the secretary for the Committee and its chief executive officer. This coordinator shall be selected by a majority of the members of the committee from candidates proposed by the current chairman of the committee.

3. Provide general supervision of the program of student teaching, including the approval of all experimental programs and the admission of student teachers from institutions of higher education not currently represented on the committee. As a policy, no institution of higher education shall be refused the opportunity to participate in the Center if such institution is approved by the West Virginia State Department of Education as eligible to prepare teachers for the State; or if it is an institution located in another state, such institution shall possess the N.C.A.T.E. accreditation.



III. INDIVIDUAL ROLES

COORDINATOR

A. Role of the Coordinator

1. He shall serve as secretary to the Committee and chief executive officer.
2. He shall receive names of all persons certified as eligible to student teach from the several institutions of higher education and place them, in student teaching, with a supervising teacher or teachers who are the best individuals currently available.
3. Perform the necessary and appropriate tasks to implement the "primary functions" of the Center as outlined in number I above.
4. Serve as general consultant to the institutions of higher education on matters pertaining to the quality of the preparation of student teachers, and shall keep them informed about the progress of the student teachers as well as the problems any may be experiencing.
5. Be responsible for the quality of service rendered by the supervising teachers; and keep an up-to-date list of qualified supervising teachers, adding persons and removing persons as conditions or circumstances warrant.
6. Serve as liasion between the institutions of higher education and the public schools in all matters pertaining to the student teaching program.
7. Prepare an annual report to the committee outlining all functions performed as well as statistical data concerning the student teaching program.

SUPERVISING TEACHER

B. Role of the Supervising Teacher

*The Standards For The Accreditation of Undergraduate Teacher Preparation Programs in West Virginia** includes the following statements about the supervising teacher:

> A supervising teacher is defined as a teacher who, in addition to his regular teaching assignment, is directly responsible for supervising the student teaching experiences of a student enrolled in a West Virginia institution of higher education accredited for teacher preparation.
>
> The supervising teacher shall retain full authority over all aspects of the school's program (e.g., instruction, discipline, and pupil evaluation), delegating responsibility to the student teacher on a temporary basis only. At such times the student teacher shall exercise the legal authority of a substitute teacher.
>
> The supervising teacher shall be in his classroom the optimum amount of time necessary to assure the most successful educational experience for the students and the student teacher. His absences from the classroom shall be carefully planned in accordance with the needs of the pupils and the demonstrated competence of the student teacher.

The following statements concerning the characteristics of the supervising teacher are also included in the *Standards*.

> Eligibility to serve as a supervisor of student teachers shall be based on the judgment that the teacher has professional qualities which distinguish him as a person who is a superior teacher in his own right in that he:
>
> a. Is basically a learner, striving always to improve his ability to carry out his tasks.
>
> b. Possesses a positive professional attitude and real respect and liking for teaching.
>
> c. Will be a cooperative participant in the total school program and in the teacher education program.
>
> d. Will be able to work effectively with other teachers, parents, student teachers, and college supervisors.
>
> e. Will be able to assist the student teacher in the development of his skill and self-evaluation, and will be able to make an objective evaluation of the progress of the student teacher in order to document for the college supervisor the strengths and weaknesses of the student.

Responsibilities

Responsibilities of the Supervising Teacher

1. Provide the student teacher with an example of high professional interest and ability.
2. Provide for the orientation of the student to the school, the classroom, the pupils, and the community.
3. Induct the student teacher into teaching through a developmental program paced to meet his needs and abilities. Generally the student teacher should begin teaching his first class the last part of the first week or the first part of the second week. As he develops proficiency, additional classes are to be assigned.

*Smith, Rex M., State Superintendent of Free Schools. *Standards for the Accreditation of Undergraduate Teacher Preparation Programs in West Virginia*, 1967. Charleston, West Virginia: State Department of Education, p. 131. (Materials funded by Title 5, Section 505, P.L. 89-10, ESEA, Small Project Proposal.)

It is recommended that he carry a full teaching load from two to four weeks, then gradually taper the load the last two weeks.

4. Help the student to develop effectiveness in teaching through joint planning.
5. Assist the student teacher in planning observation and participation activities in other subject matter areas, at other grade levels, with other participating Center schools and in related curricular and extra-curricular activities.
6. Accept the student teacher as a professional colleague, creating an atmosphere in which the student teacher has a definite feeling of belonging.
7. Assist the student teacher in developing a pattern of personal and professional growth through constant self-appraisal.
8. Set the pattern for personal and professional improvement through participation in the inservice program for supervising teachers.

STUDENT TEACHER

C. Role of the Student Teacher

The student teacher plays the central role in the student teaching process because it is for his benefit that the program exists. Consequently, it is essential that student teachers come to the student teaching experience with a clear understanding of the basic purpose of the experience and the specifics of the role he must play in it.

The primary purpose of the student teaching experience is to provide the student teacher with an opportunity to syntesize the educational theory he has studied and the actual experience of teaching. During the student teaching experience he has opportunity, under the guidance of mature educators, for continuous self-evaluation as a means of developing competence in the skills and attitudes essential to successful teaching.

The student teacher's role is a dual one in that his is both student and teacher. The following specific delineations of his responsibilities are designed to help him fill this difficult role.

Responsibilities

Responsibilities of the Student Teacher

1. Bring to the student teaching experience an adequate knowledge of basic subject matter, human growth and development, and teaching techniques and procedures.
2. Display enthusiasm and interest in the student teaching experience.
3. Show initiative by attempting alternate teaching techniques in an effort to discover and develop a style of teaching suited to himself.
4. Demonstrate responsibility in accepting and completing assigned tasks.
5. Develop a pattern of personal and professional growth through constant self-appraisal and acceptance of constructive criticism.
6. Display a highly professional attitude in terms of such things as safeguarding confidential information about children, refraining from unprofessional remarks about colleagues, and violating basic rules of courtesy toward school administrators, teachers, pupils, and community.

7. Complete promptly all assignments required by the supervising teacher, the Center, and the college, both in and out of the classroom.
8. Plan all work and submit plans to the supervising teacher prior to the teaching of a class.
9. Comply with all school regulations to which regular teachers are expected to conform.
10. Demonstrate patterns of conduct that fall generally within the local standard of behavior.
11. Dress appropriately and in keeping with generally accepted standards of the community.

Competencies

Competencies Student Teachers Should Successfully Perform During Student Teaching Experience

1. Make skillful directed observations of the teaching-learning process in the classroom. During follow-up conferences with supervising teacher, identify and analyze these observations.
2. Introduce and summarize a new lesson, a review lesson, and a unit with satisfactory competence as indicated on a performance scale.
3. Demonstrate skills in communicating successfully with students in private conferences, in small groups and in large group situations.
4. Demonstrate satisfactory ability in preparing daily and unit lesson plans in accordance with desired pupil competencies as they relate to student and teacher goals.
5. Develop and expand skill in asking questions that are designed for deep thinking rather than one word responses.
6. Complete successfully a monthly report.
7. Observe and participate in a parent teacher conference.
8. Have a working knowledge of cumulative records. Be able to successfully interpret all information provided in these records.
9. Have experience in studying in detail at least one child. Make observations, collect anecdotal records, study cumulative records, and have a personal interview with the child. Report findings, summaries, and predictions in written form in the student teaching notebook.
10. Operate successfully the following equipment:
    - slide projector
    - overhead projector
    - movie projector
    - opaque projector
    - duplicating machine
    - tape recorder
11. Have experience and the responsibility of evaluating students' progress for a grading report in accordance with the school's policy.
12. Demonstrate skill in challenging and motivating students through careful planning and presentation of material appropriate to the students' ability and interest levels.

PRINCIPAL

D. Role of the Building Principal

The *Standards* state specifically that the school as a center for observation and student teaching shall "have administrators . . . . who encourage experimentation and innovation." and that each shall "have a principal . . . . who will accept the responsibility of interpreting to the community the importance of the school's role in the improvement of public education."

In addition to the responsibilities identified or implied in the State Board approved standards, the building principal is usually expected to:

1. Assist in the selection of supervising teachers.
2. Provide an atmosphere conducive to a quality student teaching experience.
3. Assist in the orientation of the student teachers to the staff, facilities, and services of the school.
4. Protect the student teacher against exploitation.
5. Work closely with the Center staff, the Center coordinator, the supervising teacher, the student teacher, and other resource personnel in order to insure a strengthened instructional program for the students.
6. Provide a handbook for student teachers for their orientation to school policies and administrative procedures.
7. Visit classrooms to foster the academic excellence in the school and encourage an atmosphere of inquiry and experimentation in the classroom.

[redacted]

Group Roles

IV. GROUP ROLES

KANAWHA COUNTY

A. Role of the Kanawha County Schools

1. Provide the facilities, personnel, and administrative arrangements necessary for an adequate student teaching program.
2. Give credit through the Kanawha County inservice program for teachers enrolled in the Center inservice program. Assist and provide leadership from Kanawha County personnel in planning and conducting Center inservice programs.
3. Cooperate with the Center staff in the selection of supervising teachers and participating schools and in the placement of student teachers.
4. Administrative leadership in involving all segments of the teaching profession in implementing the student teaching program.

EDUCATIONAL INSTITUTIONS

5. Provide office space and adequate secretarial help for the coordinator of the Center.

B. Role of the Teacher Education Institutions: Concord College, Marshall University, Morris Harvey College, West Virginia Institute of Technology, West Virginia State College, and West Virginia University.

The teacher education institutions shall provide:

1. Students, to be assigned by the Center, who have demonstrated a readiness for student teaching through their performance in subject matter areas, professional courses, and personal behavior.
2. Folders to be submitted to supervising teachers prior to student teacher's beginning experience. Folders are to contain:
   (1) autobiography of student teacher
   (2) courses in teaching field
   (3) overall grade average
   (4) experiences with children's organizations, camps, etc.
   (5) preteaching experience in methods (classes taught, grade levels, length of time)
   (6) a schedule of student teacher's calendar: dates of in-service meeting, seminar meetings, additional courses student teachers may be taking, and Center inservice meeting dates.
3. Professional staff time available to the Center to be utilized through the seminar for student teachers, the inservice program for supervising teachers and consultative services to the Center staff and the Advisory Committee.
4. Adequate supervision of student teachers placed in the Center; staff availability for conferences with school personnel concerning student teacher's progress and problems.
5. An annual fee of $500 paid to the Center and $25 per student teacher placed by the Center. The Advisory Committee may change this fee as conditions warrant.

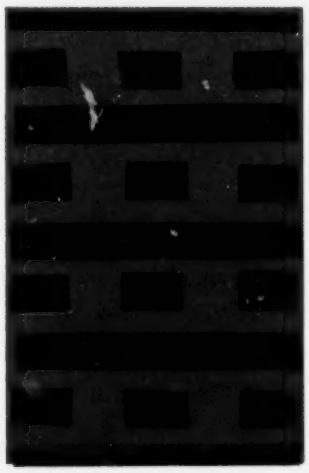
STATE DEPARTMENT

C. Role of the West Virginia State Department of Education

1. Overall coordination and support of the Center.
2. Provide resource material and personnel in assisting with the Center operation.
3. Certify teachers who qualify for the Teacher Education Associate, Class A or Class B Certificate according to West Virginia State Standards.
4. Provide IBM Data Processing Cards for Center use containing qualifications and pertinent data on supervising teachers.
5. Assistance in developing a Center staff consisting of personnel from appropriate levels of the public schools, the cooperating teacher education institutions, and the State Department. This staff shall provide:
   a. a seminar experience for student teachers which utilizes the resources of the cooperating groups.
   b. an inservice program for supervising teachers which utilizes the resources of the cooperating groups.

c. administrative, supervisory, and consultative services to supervising teachers, student teachers, and others involved in the program.

6. Cooperation with the teacher education institutions and the public schools in the selection of supervising teachers and participating schools and in the placement of student teachers.
7. Participation and cooperation in the evaluation of the project.



SELECTION AND LICENSURE OF SUPERVISING TEACHERS

The West Virginia Advisory Council on Teacher Education, through the dedicated efforts of Genevieve Starcher, has been the main vehicle for upgrading the statewide program of teacher education. The Council, meeting three times annually, has been instrumental in bringing about cooperation among the educational agencies in West Virginia.

SELECTION

1. Selection Process*

   In selecting supervising teachers the *representative of the county superintendent* and the college shall give preference to teachers in the successively higher categories of professional preparation. Each supervising teacher shall be selected by the college or university from an *annual list* of regularly employed members of the teaching staff of the county which enters into an agreement with the West Virginia Board of Education for the training of student teachers. This listing of eligible supervising teachers shall be the joint responsibility of (1) *the county superintendent of schools*, after consultation with his supervisory staff and cooperating principals, and (2) the designated representative of the cooperating institution of higher education. The list of eligible supervising teachers shall be certified jointly by the *county superintendent and institutional representative* to the State Superintendent of Schools within thirty days following the beginning of each supervisory period.

2. Requirements for Licensure°

*Smith, Rex M., State Superintendent of Free Schools. *Standards For The Accreditation Of Undergraduate Teacher Preparation Programs in West Virginia*, 1967. Charleston, West Virginia: State Department of Education, p. 133.

°Smith, Rex M., State Superintendent of Free Schools. *Minimum Standards For The Licensure of West Virginia School Personnel*, 1967. Charleston, West Virginia: State Department of Education, p. 52.

LICENSURE

A. Teacher Education Associate

A Professional Certificate may be endorsed for serving as a *Teacher Education Associate* provided:

1. The applicant
   a. Holds a standard professional certificate based on an approved program of teacher preparation and endorsed for the specialization(s) and/or the grade level(s) appropriate to his assignment as a supervisor of student teachers.
   b. Has completed the requirements for a master's degree.
   c. Has completed a graduate program consisting of:
      (1) Fifteen (15) or more semester hours of course work selected for its relevancy to his assignment as a supervising teacher: specializations for departmental teaching, for teaching in a self-contained classroom, or for teaching early childhood.
      (2) Three (3) or more semester hours in the principles of supervision or in curriculum development.
      (3) Three (3) or more semester hours in the supervision of student teachers. (To use this credit for the *Teacher Education Associate* endorsement, it must have been acquired by a teacher who had served, was serving, or was nominated to serve as a supervising teacher at the time of his enrollment for the course.)
   d. Has completed five years of successful teaching experience, two of which shall have been in one of the following:
      (1) For secondary teachers in the area(s) of specialization.
      (2) For elementary teachers in a self-contained classroom.
      (3) For teachers of nursery-kindergarten.
   e. Has supervised successfully two student teachers.
   f. Has been recommended by the institution where he has completed a minimum of six (6) semester hours including a course in the supervision of student teachers after consultation and in cooperation with the college representative under whom the applicant has supervised student teachers.

MINIMUM REQUIREMENTS

B. Minimum Requirements for Assignment as a Supervising Teacher*°

In case a position cannot be filled by a teacher holding the Teacher Education Associate endorsement, permission to supervise student teachers may be granted annually to an apprenticed supervisor provided he (1) meets the requirements described under the standards for "The Selection of the Supervising Teacher," and (2) holds a standard professional

*°Smith, Rex M., State Superintendent of Free Schools. *Standards For The Accreditation of Undergraduate Teacher Preparation Programs in West Virginia*, 1967. Charleston, West Virginia: State Department of Education, p. 134.

certificate, based on an approved program of teacher preparation, which is endorsed for specialization(s) and grade level(s) in which supervision takes place and provided further that for a:

Class A Listing

The apprenticed supervising teacher shall have completed a minimum of:

a. Twelve (12) hours on the graduate level to consist of:
   (1) A course in principles of supervision and/or curriculum development.
   (2) Courses in the area of specialization in which he supervises student teachers (elementary or secondary).

b. Four or more years of successful teaching experience, two of which shall be in the specialization(s) and/or the grade levels in which he will be supervising student teachers.

Class B Listing

The apprenticed supervising teacher shall have two or more years of successful teaching experience, one of which shall be in the specialization(s) and/or at the grade level(s) in which supervision takes place.

INNOVATIVE COLLEGE PROJECTS

MARSHALL

Elementary student teachers are spending four of their sixteen weeks of student teaching in the Kanawha County Reading Clinic. This is being done on a rotation plan, so there are approximately six student teachers at a time working with eight clinicians. The student teachers have special training in identifying and working with children who have auditory and hand-eye coordination problems which hinder their progress in reading. The student teachers are acquainted with several reading programs, and learn which one is most helpful in working with children with special problems. They will also have experience with testing and analyzing test results under the expert guidance of reading specialists.

This experimental program is designed to enable elementary teachers to develop teaching reading techniques in a clinical setting, working with small groups of children. The techniques they learn in the clinic will be invaluable to them when they return to the classroom.

W. VA. STATE

The continuing quest for relevant pre-student teaching laboratory experiences has caused one college to devise a new approach to this important phase of the student's preparation. In place of the hours spent observing in the school the student is assigned to work in one school for a period of time over a block of courses covering human development, general and special methods. The student works with the teacher, somewhat as a teacher aide, but with appropriate tasks assigned by the college to supplement the course work being taken at the time. General guidelines have been prepared jointly by officials of the Kanawha County Center for student teaching, public school administrators and college personnel. The goal is one of having the student become a working partner in the teaching profession at an earlier stage of his preparation than is presently possible.

TECH

In an attempt to strengthen the professional education given to students at West Virginia Institute of Technology, arrangements are being made to establish a complete three year program of professional laboratory experiences in conjunction with the professional education courses. When the program is complete it will include some phase of actual public school experience for all students on the sophomore, junior and senior levels of pre-service education. One of the major phases of this laboratory experience program will be a teacher aid experience on the junior level. Arrangements are being finalized between the administration of the Division of Teacher Education at West Virginia Tech and the administration of East Bank High School in Kanawha County, West Virginia to provide this experience in the new school being constructed at East Bank. Because this school will utilize many innovations such as modular scheduling and team teaching, the administrators of both public school and college feel that Tech students will greatly benefit from an opportunity to become part-time members of these teaching teams.

CENTER PROJECTION

EXPANSION

In 1969 West Virginia University joined the original five institutions in the Kanawha County Center. Other West Virginia higher education institutions are invited to join.

Centers are being organized by cooperating institutions in other areas of the state.

Plans are underway for a special legislative proposal which would pay the salary of the coordinators of the Centers.

A state-wide organization has been formed composed of directors of student teaching from the 17 colleges and universities in the state of West Virginia.

TRAINING CENTER

Kanawha County has submitted a Title III Elementary and Secondary Education Act proposal for a PACE Pre and Inservice Training Center. This program is designed for student teachers, supervising teachers, intern teachers and staff teachers.

Staff teachers will be selected as "specialists" on a ratio of one staff teachers per sixteen teachers. They will be especially trained and equipped to serve at the building level to stimulate improved teaching performance of teachers, intern teachers and student teachers within that building. They will provide released time for supervising teachers and student teachers to participate in special inservice training in the analysis of teaching.

A seminar of the Analysis of Teaching is to be offered in an intensive six weeks summer program sponsored by the cooperating institutions of the Center. The pilot program would include twenty staff teachers who will be assigned to a designated area of the county where a large number of student teachers are to be placed. The summer institute will prepare the staff teacher for his new role of specialist in teacher behavior and competency. He will continue to develop skills in teaching by a continuing inservice program which he will relate to others in his building. He will give demonstration lessons, as well as prepare video and audio tapes for immediate feedback for the improvement of teacher skills. The designated schools with staff teachers will become student teaching centers within the Center.

LABORATORY EXPERIENCE

With the expansion of the Kanawha County Center a more carefully designed pre-student teaching program can be formulated in partnership with the colleges and county. College students may be assigned as paraprofessionals in certain schools prior to student teaching. They will have experiences as tutors, small group leaders, assistants in the reading clinic, etc.

QUALITY SUPERVISING TEACHERS

The Training Center will offer the Analysis of Teaching to Kanawha County supervising teachers through continuous inservice programs throughout the year. They will work on improving their teaching skills through self analysis using micro teaching, video tape, and interaction analysis.

Special state legislation is being proposed to pay supervising teachers a differentiated honorarium for each student teacher they have according to the supervising teacher's certification status.

IBM Data Processing will help identify and keep up-to-date information on quality supervising teachers.

COOPERATION

Monthly meetings of the advisory committee have brought the colleges, the state department and the county into closer collaboration and partnership in teacher education. Cooperative planning and develop-

ing of the guidelines of the Center, the inservice programs, the roles and responsibilities of individuals and groups have united the efforts of all participants in the Center and sensitized each to the needs and responsibilities of all.

Experimentation, research and individuality of teacher education programs are encouraged by the Center. Flexibility of structure is maintained. The Center is confident that closer communication ties with the county, the state and colleges will continue to grow and continue to strengthen teacher education in Kanawha County and in the state of West Virginia.

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Walter Snyder	Superintendent of Kanawha County Schools
Genevieve Starcher	Former Director of Division of Teacher Preparation and Professional Standards
Dr. James Thomas	West Virginia State Department - Director of Division of Teacher Preparation and Professional Standards